



Year 3 – Spring Medium Term Plan
Topic: Plant It

Jobs, key dates etc. for the term

- VE Day
- Cultural Diversity Day
- Soccer Aid
- National Numeracy Day
- World Music Day
- Refugee Week
- Multiplication Tables Check
- SEN-D reviews
- Subject Scrutinies
- Reports for parents
- Transition

English (Reading)

Focus:

From Reading Guide (content domain):

- **Spring 1:** 2a Vocabulary; 2c Summarising and Paraphrasing; 2d Inferring and Analysing; 2g Authorial Intent
- **Spring 2:** 2b retrieving and clarifying; 2e Predicting and Questioning; 2g Authorial Intent

The following objectives are taken directly from the National Curriculum and will be covered throughout guided reading lessons and whole class guided reading lessons.

TLC: Can I maintain positive attitudes to reading and understanding of what I read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?
- Reading books that are structured in different ways and reading for a range of purposes?
- Being familiar with a wide range of books, and know the difference between fairy tales, myths and legends (retelling some of these orally)?
- Identifying and discussing themes and conventions in a wide range of books?
- Recognising different forms of poetry?

English (Writing and Grammar)

Focus:

Handwriting

TLC: Can I use the diagonal and horizontal strokes that are needed to join letters?

TLC: Can I understand which letters, when adjacent to one another, are best left unjoined?

TLC: Can I increase the legibility, consistency and quality of my handwriting?

Grammar and Writing

Summer 1 – Independent creative writing. Assessed piece - persuasive text (enterprise) Making own tropical fruit drink.

Summer 1

TLC: Can I write a persuasive text? (cold task)

TLC: Can I imitate a persuasive text?

TLC: Can I recall a persuasive text?

TLC: Can I plan, write and edit a persuasive text?

<ul style="list-style-type: none"> ● Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action? ● Discussing and recording words and phrases that capture the reader’s interest and imagination? <p>TLC: Can I understand what I have read by:</p> <ul style="list-style-type: none"> ● Checking that the text makes sense, discussing my understanding and explaining the meaning of words in context? ● Asking questions to improve my understanding? ● Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying these with evidence, commenting on what I have read? ● Predicting what might happen from details stated and deduced information? ● Identifying main ideas and commenting on the theme of a text, drawn from more than one paragraph and summarising these? ● Identifying how language, organisational features and text type features contribute to meaning? ● Retrieving and recording information from non-fiction? ● Participating in discussion about books that are read to me and those I can read for myself, taking turns and listening to what others say by making connections between similar texts, using prior knowledge and experience by raising queries about the text? 	<p>Summer 2</p> <p>TLC: Can I write a happily ever after story? (cold task) TLC: Can I imitate a Happily ever after story? TLC: Can I recall a happily ever after story? TLC: Can I plan, write and edit a happily ever after story?</p> <ul style="list-style-type: none"> ● In non-narrative material, use organisational devices appropriate to the text type. ● Evaluate and edit by assessing the effectiveness of own and others’ writing and suggesting improvements. ● Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency. ● Proof-read for spelling and punctuation errors. ● Read aloud own writing to a group/class using appropriate intonation, tone and volume so meaning is clear. ● Use the first two or three letters of a word to check its spelling in a dictionary <p>Spelling:</p> <p>TLC: Can I spell using:</p> <ul style="list-style-type: none"> ● Further prefixes and suffixes and understand how to add them to root words? ● Further homophones and words that are often misspelt? ● Words from the Y3/4 statutory word lists? 	
<p><u>Maths</u></p> <p>Summer 1 <u>Focus: Length</u> Cold Task - Length TLC: Can I measure length in m and cm? TLC: Can I find equivalent lengths (m and cm)? TLC: Can I find equivalent lengths (cm and mm)? TLC: Can I compare lengths? TLC: Can I add lengths? TLC: Can I subtract lengths? TLC: Can I find the perimeter of different shapes? TLC: Can I solve problems involving length? Hot Task - Length</p> <p><u>Focus: Fractions</u> Cold Task - Fractions</p>	<p><u>Maths</u></p> <p>Summer 2 <u>Focus: Angles and properties of shapes</u> Cold Task - Angles and properties of shapes TLC: Can I find right angles in shapes? TLC: Can I compare different angles? TLC: Can I draw angles accurately? TLC: Can I investigate different lines and angles? TLC: Can I recognise and describe 2d shapes? TLC: Can I recognise and describe 3d shapes? TLC: Can I construct 3d shapes?</p> <p><u>Focus: Measurement - Mass</u> Cold Task - Measurement - Mass TLC: Can I measure mass (using number lines)? TLC: Can I compare mass?</p>	<p><u>Computing</u></p> <p>Summer 1 <u>Focus: Spreadsheets(3.3)</u> TLC: Can I create pie charts and bar graphs? TLC: Can I use ‘more than’, ‘less than’ and ‘equals’ tools? TLC: Can I describe a cell location on a spreadsheet?</p> <p>Summer 2 <u>Focus: Graphing(3.8)</u> TLC: Can I enter data into a graph and answer questions? TLC: Can I solve an investigation and present the results in graphic form?</p>

<p>TLC: Can I find unit and non unit fractions? TLC: Can I make a whole? TLC: Can I find tenths? TLC: Can I find fractions of number (3lessons)? TLC: Can I find fractions of a set of objects? TLC: Can I solve problems - fractions? Hot Task - Fractions</p> <p><u>Focus: Time</u> Cold Task - Time TLC: Can I find how many months/days are in the year? TLC: Can I find how many hours in a day? TLC: Can I estimate time? TLC: Can I tell the time to 5 minutes? TLC: Can I tell the time to the minute? TLC: Can I find the duration of time taken? TLC: Can I solve problems (time)? Hot Task - time</p>	<p>TLC: Can I add and subtract mass? TLC: Can I solve problems relating to mass? Hot Task - Measurement - Mass</p> <p><u>Focus: Measurement - Capacity</u> Cold Task - Measurement - Capacity TLC: Can I measure Capacity? TLC: Can I compare different capacities? TLC: Can I add and subtract capacity? TLC: Can I solve problems relating to capacity? Hot Task - Measurement - Capacity.</p>	<p><u>Music</u></p> <p><u>Focus: Charanga unit - Bringing Us Together</u></p> <p>Summer 1 TLC: Can I listen and describe using musical vocabulary? TLC: Can I compose using patterns and melody? TLC: Can I maintain a simple part within a group?</p> <p><u>Composer of the Month</u></p> <p>Summer 1 April - Johann Sebastian Bach May - Aaron Copland</p> <p>Summer 2 June - Ludwig van Beethoven July - Heitor Villa-Lobos</p> <p>TLC: Can I appreciate and understand music from different traditions and great composers?</p>
<p><u>Maths</u></p> <p><u>Focus: Additional Maths Teaching</u> Daily:</p> <ul style="list-style-type: none"> ● Counting ● Learn Its – times tables <p>Weekly:</p> <ul style="list-style-type: none"> ● Times tables carousel lesson ● Arithmetic test ● Times Tables grids test ● Number bonds test 		

<p><u>RE</u></p> <p><u>Summer 1 and 2</u></p> <p><u>Focus: 3.3 Encounters</u></p> <p>TLC: Can I recognise and describe sacred places and artefacts?</p> <p>TLC: Can I discuss special rules when people are in a place of worship?</p> <p>TLC: Can I explore how sacred places are used?</p> <p>TLC: Can I explore how (Christians/Muslims/Sikhs) communicate with God (3 lessons)</p> <p>TLC: Can I explore how religious places are used by faith members and the community?</p> <p>TLC: Can I compare how places of worship are used?</p>	<p><u>French</u></p> <p><u>Focus: Little Red Riding Hood</u></p> <p>Summer 1</p> <p>TLC: Can I listen and follow the story of Little Red Riding Hood?</p> <p>TLC: Can I explain my understanding of the story in English?</p> <p>TLC: Can I recall the words for the story's picture cards?</p> <p>TLC: Can I order the story using the picture cards?</p> <p>TLC: Can I name parts of the body?</p> <p>TLC: Can I spell the words for body parts?</p> <p><u>Focus: I Can...</u></p> <p>Summer 2</p> <p>TLC: Can I match five verbs to their picture?</p> <p>TLC: Can I recall and understand ten verbs in French?</p> <p>TLC: Can I name five common French verbs?</p> <p>TLC: Can I spell five common French verbs accurately?</p> <p>TLC: Can I say I am able to do activities in French by using "je peux"?</p> <p>TLC: Can I write a simple sentence using common French verbs?</p>	<p><u>Science</u></p> <p>Focus:</p> <p><u>Summer 1 - Plants</u></p> <p>TLC: Can I identify and describe different parts of a plant?</p> <p>TLC: Can I describe the lifecycle of a plant?</p> <p>TLC: Can I describe what a plant needs to live?</p> <p>TLC: Can I identify how plants live in different environments?</p> <p>TLC: Can I explore how water is transported through plants?</p> <p><u>Summer 2 - Animals including humans</u></p> <p>TLC: Can I explain how living things obtain food?</p> <p>TLC: Can I compare and group animals by their diet?</p> <p>TLC: Can I sort animals based on their skeletons?</p> <p>TLC: Can I describe why some animals have different skeletal structures?</p>
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<p><u>Jigsaw/ PSHCE</u></p> <p><u>Focus: Relationships(3.5)</u></p> <p>Summer 1</p> <p><u>PSHE</u></p> <p>TLC: Can I identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females?</p> <p>TLC: Can I identify and put into practice some of the skills of friendship?</p> <p>TLC: Can I use some strategies for keeping myself safe?</p> <p>TLC: Can I explain how some of the actions and work of people around the world help and influence my life?</p> <p>TLC: Can I explain how my needs and rights are shared by children around the world and can I identify how our lives may be different?</p> <p>TLC: Can explain how to express my appreciation to my friends and family?</p>	<p><u>Enrichment</u></p> <p>Class story for the end of the day: James and the Giant Peach</p> <p>Curriculum days/ events:</p> <ul style="list-style-type: none"> ● VE Day ● Cultural Diversity Day ● Soccer Aid ● National Numeracy Day ● World Music Day ● Refugee Week 	<p><u>PE</u></p> <p><u>Regular activities:</u></p> <ul style="list-style-type: none"> ● Golden Mile ● Go Noodle <p><u>Focus: Tag Rugby</u></p> <p>Summer 1</p> <p>TLC: Can I pass the ball with an underarm motion?</p> <p>TLC: Can I pass and receive the ball over a short distance?</p> <p>TLC: Can I apply basic tactics for attacking and defending?</p> <p>TLC: Can I recognise and exploit space during a small-sided match?</p> <p>TLC: Can I apply the basic skills into a small-sided game?</p> <p>TLC: Can I contribute towards creating effective strategies and tactics within a small sided game of rugby?</p>
<p><u>Emotional awareness</u></p> <p>TLC: Can I describe how taking some responsibility in my family makes me feel?</p> <p>TLC: Can I explain how to negotiate in conflict situations to try to find a win-win solution?</p> <p>TLC: Can I explain who to ask for help if I am worried or concerned?</p> <p>TLC: Can I show an awareness of how this could affect my choices?</p> <p>TLC: Can I empathise with children whose lives are different to mine and appreciate what I may learn from them?</p> <p>TLC: Can I enjoy being part of a family and friendship groups?</p> <p><u>Focus: Changing Me (3.6)</u></p> <p>Summer 2</p> <p>TLC: Can I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby?</p> <p>TLC: Can I understand how babies grow and develop in the mother's uterus and what a baby needs to live and grow?</p> <p>TLC: Can I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies?</p> <p>TLC: Can I identify how boys' and girls' bodies change on the outside during this growing up process?</p> <p>TLC: Can I identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up?</p>	<p><u>DT</u></p> <p>TLC: Can I design and create a tropical fruit drink?</p>	<p><u>Focus: OAA</u></p> <p>Summer 2</p> <p>TLC: Can I understand the symbols on an orienteering map?</p> <p>TLC: Can I understand the concept of a basic map and follow a simple route?</p> <p>TLC: Can I identify locations on a grid?</p> <p>TLC: Can I pinpoint positions using lining up techniques?</p> <p>TLC: Can I create simple drawings from a bird's eye view?</p> <p>TLC: Can I complete scale drawings using a variety of measuring tools?</p> <p>TLC: Can I visit locations and control points using a map?</p>

TLC: Can I start to recognise stereotypical ideas I might have about parenting and family roles?

TLC: Can I identify what I am looking forward to when I am in Year 4?

Emotional awareness

TLC: Can I express how I feel when I see babies or baby animals?

TLC: Can I express how I might feel if I had a new baby in my family?

TLC: Can I recognise how I feel about these changes happening to me and know how to cope with those feelings?

TLC: Can I recognise how I feel about these changes happening to me and know how to cope with these feelings?

TLC: Can I express how I feel when my ideas are challenged and might be willing to change my ideas sometimes?

TLC: Can I start to think about changes I will make when I am in Year 4 and know how to go about this?